

Annotated Bibliography – Functions of Accreditation – August 2004.

Mayer, D. , Merino, B. and Cannings, T.

Alarcao, I. (2002). Teacher education in Portugal. *J.of Education for Teaching* 28, 277-231.

The author describes the implementation of a national accreditation board for teacher education (1998) and its role in improving teacher quality. Among the benefits outlined are: (1) a more systematic conceptualization of teacher preparation and (2) greater teacher access to further education and research opportunities. The author questions whether teachers are being prepared to “face diverse, demotivated and undisciplined students,”

Bullough, R. Clark, C. & Patterson, R. (2003). Getting in step: Accountability, accreditation and the standardization of teacher education in the United States. *J. of Education for Teaching* 29, 35-51.

The authors present the background to the standards movement in U.S. education and argue that it has had a negative impact on teacher education and teacher education accreditation. The authors describe a recent accreditation review and assert that the application of an overly narrow understanding of standards and legitimate evidence undermined the quality of the review. The authors propose an alternative approach.

Cochran-Smith, M. (2001). The outcomes question in teacher education, *Teaching and Teacher Education* 17, 527–546

The author argues that currently “the outcomes question” is driving teacher education. Three major ways that the outcomes question in teacher education is being constructed in the research literature are: the policy arena, and the media: outcomes as long term impact, outcomes as teacher test scores, and outcomes as professional performance.

Darling-Hammond, L., Berry, B. & Thoreson, A. (2001). Does Teacher Certification Matter? Evaluating the Evidence. *Educational Evaluation and Policy Analysis*. 23(1) 57–77.

In response to the view that teacher certification has little bearing on student achievement, the authors argue that those teachers who have more education training appear to do better in producing student achievement. The authors also review the literature on teacher education and certification.

Darling-Hammond, L. & Youngs, P. (2002). Defining ‘Highly Qualified Teachers’: What does ‘Scientifically-Based Research’ actually tell us? *Educational Researcher*, 31(9),13-25.

This paper challenges the validity of evidence cited for the US Secretary of Education Annual Report on Teacher Quality (2002) to support the recommendation that “To meet the ‘highly qualified’ teachers challenge, states will need to streamline their certification system to focus on the few things that really matter: verbal ability, content knowledge, and, as a safety precaution, a background check of new teachers’. The authors conclude that ‘recent advances that states have made in strengthening teacher certification requirements have begun to be evident in stronger academic backgrounds and licensing test scores for college graduates who have prepared to teach. “

Feiman-Nemser, S. (2001). From preparation to practice: Designing a continuum to strengthen and sustain teaching. *The Teachers College Record* 103 (6),1013-1055.

The author proposes a framework for thinking about a curriculum for teacher learning over time. The paper is organized around three questions: (a) What are the central tasks of teacher preparation, new teacher induction, and early professional development? (b) How well do conventional arrangements address these central tasks? (c) What are some promising programs and practices at each stage in the learning to teach continuum that

promote standards-based teaching and enable teachers to become active participants in school reform?

Kraft, N. (2001). Standards in teacher education: A critical analysis of NCATE, INTASC, and NBPTS. Paper presented at the annual meeting of AERA, Seattle, April. This paper analyzes research on accreditation, licensure and certification standards and teacher education programs. It provides a historical perspective on the genesis of these standards using a policy analysis framework grounded in critical theory. The analysis reveals how policies often reproduce school/societal values and practices and shows how the context impacts the standard setting and implementation process. The author argues that how policies address curriculum, pedagogy and evaluation are influenced by whose values count as legitimate knowledge and how these values get represented in policy.

Latham, A. (2000). The impact of admissions and licensure testing on the academic quality, supply, and diversity of prospective teachers. Unpublished doctoral dissertation. Temple University. AAT 9965989.

Tellez, K. (2003). Three themes on standards in teacher education: Legislative expediency, the role of external review and test bias in the assessment of pedagogical knowledge. *Teacher Education Quarterly*, 30, 9-18. This paper examines how these themes have influenced the current condition of teacher education in California, outlining some pitfalls of the standards movement and issues of bias in paper and pencil tests of teaching knowledge.

Zeichner, K. M. (2003). The Adequacies and Inadequacies of Three Current Strategies to Recruit, Prepare and Retain the Best Teachers for All Students. *Teachers College Record*. 105(3), 490-59. This paper analyzes the strengths and weaknesses of three of the major approaches to teacher education reform in the United States: the professionalization agenda, the deregulation agenda, and the social justice agenda.

Vergari, S. & Hess, R. (2002). The accreditation game. *Education Next* 2, 48-57. The authors discuss the organization and political influence of the National Council for Accreditation of Teacher Education (NCATE), the accreditation process, NCATE standards, and the Teacher Education Accreditation Council (TEAC), an alternative accreditation organization. The authors question whether any form of accreditation is appropriate for teacher education given the disagreement over what students need to know to become teachers.